



# HAYDON SCHOOL

Special Educational Needs & Disability Policy

SEND

*Mission Statement*

*Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.*

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## **STATEMENT OF INTENT**

Haydon School values all students and celebrates diversity of experience, interest and achievement. All students need to experience praise, recognition and success, and students with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its students, including students with SEND, and to do everything it can to meet the needs of students with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between students with SEND and students without SEND

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment.

### **1. LEGAL FRAMEWORK**

1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting students at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018

- The General Data Protection Regulation 2018
- 1.2 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- 1.3 This policy operates in conjunction with the following school policies:
- Admissions Policy
  - Equality Policy
  - GDPR Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Administering Medication Policy
  - Child Protection and Safeguarding Policy
  - Behaviour for Learning Policy

## **2. IDENTIFYING SEND**

- 2.1 The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the students.
- 2.2 With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students who are making less than expected progress.
- 2.3 Progress will be characterised using the following stipulations:
- Progress is significantly slower than the class average, from the same baseline
  - Progress does not match or better the student's previous rate of progress
  - Progress fails to close the attainment gap within the class
  - The attainment gap is widened by the plateauing of progress

## **3. DEFINITIONS**

- 3.1 For this policy, a student is defined as having SEND if they have a:
- Significantly greater difficulty in learning than most others of the same age.
  - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- 3.2 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.3 The school reviews how well equipped we are to provide support across the following areas:
- Communication and interaction
  - Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and physical needs

### **Communication and interaction**

3.4 Students with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

3.5 The school recognises that:

- Students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

3.6 The SENCO will work with students, parents and language and communication experts (where necessary) to ensure students with communication and interaction difficulties reach their potential.

### **Cognition and learning**

3.7 The school understands that learning difficulties cover a wide range of needs. The SENCO will endeavour to ensure that any provision offered will be suitable to the needs of the student.

3.8 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

3.9 Students may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

3.10 The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression. The SENCO will work with students, parents and language communication experts (where necessary) to ensure students with Social, Emotional or Mental Health difficulties reach their potential.

### **Sensory or physical needs**

3.11 Impairments that prevent or hinder students from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A student with a disability is covered by the definition of SEND if they require special educational provision

3.12 Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

- Tattoos and piercings

#### **4. OBJECTIVES**

- 4.1 The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:
- To identify students with SEN and disabilities and ensure that their needs are met by following the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
  - To monitor the progress of all students to aid the earliest possible identification of SEND.
  - To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
  - To ensure that students with SEN and disabilities join in with all the activities of the school.
  - To ensure that students express their views and are fully involved in decisions which affect their education.
  - To promote effective partnership and successfully liaise with outside agencies, especially in the cases of students who have an education, health and care (EHC) plan with health and social care providers

#### **5. ROLES AND RESPONSIBILITIES**

- 5.1 The **Governing Body** will be responsible for:
- Communicating with students with SEND and their parents when drawing up policies that affect them.
  - Identifying, assessing and making provision for all students with SEND, whether or not they have an EHC plan.
  - Securing the special educational provision called for by a student's SEND.
  - Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for students with SEND.
  - Making reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
  - Taking necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equality Policy.
  - Ensuring all staff are aware of the need to identify and provide for students with SEND.
  - Reporting to parents on the implementation of the school's SEND policy through the Governor's Annual Report.
  - Ensuring they have regard to the requirements of the DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
  - Ensuring they are fully informed about SEND issues, so that they can play a major part in school self-review
  - Preparing the arrangements for the admission of students with SEND and the facilities provided to enable access to the school for students with disabilities.
  - Regularly monitoring the school's policies and procedures, to review their impact on students with SEND, including on their mental health and wellbeing.
  - Publishing the accessibility plan, showing how the school intends to progressively improve access over time.

- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a student with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support students at school with medical conditions, in line with the school's Supporting Students with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND. Mrs J Keal.
- Ensuring SEND provision is an integral part of the School Development Plan
- Ensuring the quality of SEND provision is regularly monitored

**5.2 The Headteacher** will be responsible for:

- Ensuring that those who are teaching or working with students with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review students' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing body in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the students are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with SEND.
- Ensuring that students with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including students with SEND in all opportunities available to other students.
- Consulting health and social care professionals, students and parents to ensure the needs of children with medical conditions are effectively supported.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on students' mental health and wellbeing.
- Ensuring that the SENCO is provided with training.

**5.3 The SENCO** will be responsible for:

- Collaborating with the governing body and headteacher, with the support of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to prepare the SEND Information Report [SEND Reports](#)

and publishing it on the website. Working with the relevant governors and the headteacher to prepare and publish the Accessibility Plan showing how the school intends to progressively improve access over time. [Accessibility Plan](#)



- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual students with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where a LAC has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that students and their parents are informed about the options, and a smooth transition is planned.
- Overseeing the sharing of key information through the use of one-page profiles (known as Student Passports) for students with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that students with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all students with SEND up-to-date, in line with the school's GDPR Policy.
- Informing the parents of students with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses, and advising on effective implementation of support.

5.4 **Heads of Faculties** are responsible for:

- Monitoring teaching and learning approaches, particularly the use of differentiation and implementation of targets.
- Taking appropriate action when children or young people with difficulties are identified, such as modification of the curriculum.
- Considering the complete ability range when making faculty decisions

5.5 **Classroom Teachers** will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study a broad and balanced curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Keeping pastoral and faculty leads up-to-date with any changes in behaviour, academic developments and causes of concern.

**5.6 Learning Coaches (LCs) will be responsible for:**

- Working as part of a team with the SENCO and the teachers, supporting students' individual needs, and helping with the inclusion of students with SEND within the classroom.
- Ensuring that information from students' profiles are used effectively, and in monitoring progress.
- Contributing to review meetings and helping students with SEND to gain access to a broad and balanced curriculum.
- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- Giving feedback to teachers about students' responses to tasks and strategies.

## **6. CHILDREN WITH SPECIFIC CIRCUMSTANCES**

### **LAC**

6.1 Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

6.2 The school recognises that there is a higher correlation between children that have SEND and those that are 'looked after'.

6.3 The school has a designated member of staff for coordinating the support for LAC.

6.4 The DSL and SENCO work closely to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### **EAL**

6.5 The school gives particular care to the identification and assessment of the SEND of students whose first language is not English.

6.6 It is necessary to consider the student within the context of their home, culture and community.

6.7 Where there is uncertainty about an individual student, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

6.8 The school appreciates having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

6.9 The school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

## **7. ADMISSIONS**

7.1 The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Following the consultation process with local authorities for students with an EHCP.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

7.2 Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the school website.

## **8. INVOLVING STUDENTS AND PARENTS IN DECISION-MAKING**

8.1 Parents of students with SEND are encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

8.2 Parents will always be formally notified when the school provides their child with SEND support.

8.3 Decisions on whether the school will commission added provisions will be discussed thoroughly with the parents and, when appropriate, the student involved.

8.4 Decisions about education will not unnecessarily disrupt a student's education or any health treatment underway.

8.5 Any planning that the school implements will help parents and students with SEND express their needs, wishes and goals, and will endeavour to:

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

- Bring together relevant professionals to discuss and agree together the overall approach.
- 8.6 Through the use of the Student Passport and school reporting system parents will receive communication three times an academic year to review needs and progress. Additional face to face meetings may be arranged to discuss activities and support, and identify parental responsibilities.

## **9. JOINT COMMISSIONING, PLANNING AND DELIVERY**

- 9.1 The school is committed to ensuring that students with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 9.2 The school will work closely with local education, health and social care services to ensure students get the right support.
- 9.3 The school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).
- 9.4 The school's GDPR Policy will be adhered to at all times.
- 9.5 The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
- Improved educational progress and outcomes for children and young people with SEND.
  - Increasing the identification of students with SEND prior to school entry.
- 9.6 Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 9.7 SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **10.FUNDING**

- 10.1 The school will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its students.
- 10.2 The school will make SEND provision using its own budgets, the notional SEND budget, and the high needs funding budget for students with an EHC plan.

## **11.LOCAL OFFER**

- 11.1 The school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also co-operate with those providing services.

## **12.GRADUATED APPROACH – SEND PROVISION**

- 12.1 Identification of SEND is achieved through: information sharing from parents, data collection from feeder schools, on-entry screening assessments and on-going assessment processes. This forms a graduated approach to meet the student's needs by:
- Establishing a clear assessment of the student's needs.  
<https://www.haydonschool.com/send>
  - Planning interventions and support.
  - Implementing the interventions, with the support of the SENCO.
  - Reviewing the effectiveness of the interventions, and making any necessary revisions.
- 12.2 Students who have been identified with specific difficulties in more than one area of need may receive support from the Link Department. Students may receive support From: Link Learning Skills, Link communication Skills, Link Emotional Skills.
- 12.3 Students who receive such support will be placed on the school's SEND list and parents/carers will be notified of this by letter.

### **Link Learning Skills**

- 12.4 AQA Step up - Extra English -Target Group Yr7- 9:  
Students with the most significant literacy difficulties may also be offered targeted support via Extra English lessons. This would mean they will drop their modern foreign language. This provision follows a structured curriculum from Years 7 & 9 to support all aspects of basic literacy following the AQA Step Up to English curriculum, completing Step Up silver level award and the Step Up Gold level award wherever possible. It aims to promote a sense of security and confidence in using literacy effectively across the wider curriculum and later in the work force.
- 12.5 AQA Functional Skills -Target Group Yr10-11:  
Some students with a history of need will be offered a modified curriculum at KS4. Such students will be invited to take the Functional Skills Option. This enables students to study Functional Skills Literacy (Levels 1 and 2) and Functional Skills Numeracy (Levels 1 and 2) in Years 10 & 11. This qualification develops knowledge of Standard English as required in the workplace. Achieving a pass at Level 2 allows access to Level 3 further education courses.
- 12.6 Specific Targeted Interventions – Form Time  
At any stage student assessment may indicate a need for a specific short-term targeted intervention, such as:
- Cognitive Needs
  - Handwriting Group.
  - Reading Boxes
  - Lexia

- Developing independent skills

### **Link Communication Skills**

#### 12.7 Speech, Language, Communication Needs

Across the Key Stages students are identified for small group work to improve their language development, self-esteem and social skills. This support is identified in collaboration with the Speech and Language Therapy Service

#### 12.8 Communication Needs

- Social Skills Group
- Social Skills 1:1
- ASD sensory support

### **Link Emotional Skills**

#### 12.9 Social Emotional Mental Health Needs

Accessed via referrals within school or following provision guidance outlined in EHC Plans. Actions are taken to support communication difficulties or to explore the underlying causes of social emotional needs. External agencies are involved where necessary.

#### 12.10 Social, Emotional and Mental Health Difficulties

- Targeted group session
- Targeted mentoring

#### 12.11 Social Time Support

The department supports the running of Peer Mentoring Lunch Club for students who are emotionally vulnerable and need support with friendships. There is also a Link Homework Club after school, through the Link Department and through Year Offices.

## **13.ASSESSMENT FOR AN EHC PLAN**

- 13.1 The school will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the school.
- 13.2 Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and student.
- 13.3 The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- 13.4 The school will gather advice from relevant professionals about the student concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

- 13.5 In tracking the learning and development of students with SEND, the school will:
- Base decisions on the insights of the student and their parents.
  - Set students challenging targets.
  - Track their progress towards these goals.
  - Review additional or different provisions made for them.
  - Promote positive personal and social development outcomes.
  - Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.
- 13.6 Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- 13.7 Where possible, students' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:
- Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- 13.8 Where a student continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

#### **14.PROMOTING MENTAL HEALTH AND WELLBEING**

- 14.1 The school will implement a Social, Emotional and Mental Health Policy.
- 14.2 The curriculum for PSHE will focus on promoting students' resilience, confidence and ability to learn.
- 14.3 Positive classroom management will be implemented to promote positive behaviour, social development and high self-esteem.
- 14.4 Where appropriate, the school will support parents in the management and development of their child.
- 14.5 When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the student as best it can.
- 14.6 For students with more complex problems, additional in-school support may include targeted small group or one to one sessions.
- 14.7 The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.
- 14.8 The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **15.EHC PLANS**

- 15.1 The school will fully cooperate with the LA when research about the student is being conducted.
- 15.2 The school will provide the LA with any information or evidence needed.
- 15.3 All relevant teachers will be involved in contributing information to the LA.
- 15.4 If the school decides to implement an EHC plan, the parents and the student will be informed, including the reasons for this decision.
- 15.5 The school will meet its duty to consider and provide views on a draft EHC plan within 15 days.
- 15.6 If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the student's outcomes can be met through the school's existing provision.
- 15.7 The school will follow the local authority consultation process for any student that names the school in an EHC plan or EHC needs assessment process.
- 15.8 The school will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.
- 15.9 All reasonable provisions will be taken by the school to provide a high standard of education.
- 15.10 Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 15.11 The school will specify the outcomes sought for a student in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- 15.12 The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- 15.13 Information regarding a student's EHC plan will only be shared with other educational institutions if the student is transferring there, for the institute to develop an individual learning plan.
- 15.14 The school will take steps to ensure that students and parents are actively supported in developing and reviewing EHC plans.
- 15.15 Where necessary, the school will provide support from an advocate to ensure the student's views are heard and acknowledged.
- 15.16 The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.



## **16. REVIEWING THE EHC PLAN**

16.1 The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their family.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and student that they have the right to appeal the decisions made in regards to the EHC plan.

## **17. SEND TRIBUNAL**

- 17.1 All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering.
- 17.2 In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- 17.3 Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a student, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
- 17.4 The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
- 17.5 Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
- 17.6 If disagreements are not resolved at a local level, the case will be referred to the ESFA.
- 17.7 The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 17.8 All staff involved in the care of the student will cooperate with parents, to provide the student with the highest standard of support and education.

## 18.TRANSFERRING BETWEEN DIFFERENT PHASES OF EDUCATION

- 18.1 EHC plans will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.
- 18.2 The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.
- 18.3 For students moving to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the institution, must be completed by the 31 March in the calendar year of the transfer.

## 19.Access Arrangements

### 19.1 What are Access Arrangements

Access Arrangements are actions taken to remove the disadvantages to a student accessing an examination caused by physical, learning, sensory or psychological difficulties, without creating any unfair advantage or compromising the integrity of an assessment. These arrangements are agreed **before an assessment**, and must reflect a student's normal way of working within the school.

### 19.2 Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled. A candidate with a disability or difficulty which has a substantial and long term effect on performance in examinations may qualify for access arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

### 19.3 Common Types of Access Arrangements include:

- Supervised rest breaks
- Extra time
- Reader/Computer reader
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Bilingual translation dictionaries
- Modified papers (e.g. enlarged or modified papers)
- Language modifier

#### 19.4 Evidence needed for Access Arrangements

Various pieces of evidence are required to apply for an Exam Access Arrangement from the Joint Council for Qualifications (JCQ), depending on the arrangement required. These could include:

- Form 8 report from Access Arrangements Assessor
- Previous Access Arrangements from other schools
- Subject teachers – examples of work as appropriate and/or written feedback
- Results of baseline tests e.g. spelling, writing, reading comprehension tests
- Any letters from outside agencies, hospitals or doctors
- Statement of Educational Need (SEN) or Education, Health and Care Plan (EHCP)
- **Results of psychometric testing conducted by the school's specialist assessor**

#### 19.5 Identifying the Need for Access Arrangements

##### **Stage 1: Early Screening**

Students who may qualify for formal Access Arrangements during KS4 are preferably identified early in KS3 (Y7). At this stage needs are screened and identified, rather than formally assessed. Adjustments to teaching within lessons are made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring these adjustments.

##### **Stage 2: Formal Assessment and Testing**

Formal assessments take place during Y9. Screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidelines. Assessment includes;

- Evidence of history and current need
- Evidence of normal way of working
- Results of psychometric testing

Types of evidence for normal way of working;

- Student Passport (Individual Education Plan)
- Evidence of previous support
- Feedback from Teachers
- Schools Educational Psychologist report
- Results of baseline testing
- Medical Reports
- Feedback from Parents/Students

Permission to allow Access Arrangements expires after 26 months, after which the student may need to be re-tested, depending on which arrangement(s) they have. Access Arrangements are always determined by the most recent testing.

N.B. Private assessments by Educational Psychologists or external agencies are increasingly popular amongst parents, which may discriminate against those unable to afford a private assessment. Access Arrangements cannot be applied for on the basis of a privately commissioned assessment in isolation. Reports and Medical letters from a

medical professional (not a General Practitioner) will prompt an investigation and recommendations will be noted but not override the evidence seen in school (evidence from teachers and normal way of working).

### **Stage 3: Formal Application for Access Arrangements**

The outcomes of the assessments are recorded and summarised on JCQ Form 8 (for students who have learning difficulties) or on a Headed File Note by the Assessor/Access Arrangements Coordinator. This, together with evidence gathered is held on file and submitted for online submission to JCQ for approval. Feedback is instant and permission for the Access Arrangement will be recorded and held by the school. The student and parents will be notified in writing and guidelines on how to use the arrangement will be issued. Once the Access Arrangement is granted, this evidence will be held on file by the SEND Department and Examinations Department and available for inspection.

### **Stage 4: Ensuring Access Arrangements are the student's 'normal way of working'**

Where formal Access Arrangements are awarded, the SENCo/Access Arrangements Coordinator, in collaboration with colleagues and students, will monitor and ensure that they continue to be normal working practice for the student. This means that appropriate Access Arrangements should be taken into consideration in everyday teaching and formally applied in any internal or external assessments. If a student chooses continually not to use the agreed access arrangements, either because their needs change, or they do not feel it aids their learning or achievement, then access arrangements can be removed.

It is the responsibility of the SEND team to ensure that all required information is collated and accessible to the Exams Officer and wider staff body. The SENCo/Access Arrangements Coordinator will ensure that all paperwork required by JCQ is in order and includes a data protection notice signed by the student.

#### 19.6 Temporary Arrangements

Temporary Access Arrangements may be required for a student suffering from unforeseen illness or injury. In these cases, the School must be informed at the earliest possible opportunity, and a letter from a GP, consultant or other professional detailing the problem and any arrangement deemed necessary should be obtained as soon as possible. Once received, the School will make every effort to accommodate these arrangements.

#### 19.7 Arrangements in Sixth Form

For students with existing Access Arrangements who are continuing their education in 6<sup>th</sup> form, their arrangements will be reviewed. If their normal way of working is confirmed by teachers, these will be submitted (where necessary) for approval by JCQ and the arrangements will be carried over for GCEs.

In order for their Access Arrangements to be carried over, students who are new to the School will need to present the following evidence on entry;

- Original File Note/Form 8
- Copy of the online approval from JCQ
- Copy of the certificate of the qualified professional who conducted the original testing

This, together with confirmation from teachers of normal way of working will be submitted for approval from JCQ (where necessary) and the arrangements will be carried over for their GCEs.

#### 19.8 Use of Word Processors in Exams

Approval of the use of a word processor will only be granted following the awarding body guidelines and where it is appropriate to the candidate's needs and not simply because this is the candidates preferred way of working within the centre.

Further details and explanation are contained in the Word Processor Policy attached at the end of this document.

#### 19.9 Deadlines

Access Arrangements should be applied for at the beginning of courses. Deadlines for submitting applications for Access Arrangements are set by JCQ as follows (dates may vary);

<i>Month of Examination</i>	<i>Final date to request approval from JCQ</i>
<i>November</i>	<i>10 September</i>
<i>January</i>	<i>30 September</i>
<i>May/June</i>	<i>31 January</i>

The school deadline to submit evidence and request Access Arrangements for a student in Year 11 is October half term. This allows the SENCo/Access Arrangements Coordinator and the Examinations Officer time to plan the Year 11 mock examinations which are the last opportunity to trial any Access Arrangements. The Year 10 examinations should provide an opportunity to identify any difficulties a student may have. Sixth Form The deadline for sixth form Access Arrangements requests is July of Year 12, as long as a body of evidence has been collected by teachers in advance of this. Year 13 is too late to make requests for Access Arrangements as no history of need or provision is in place. Further Information Further information can be found on the Joint Council for Qualifications (JCQ) website: [www.jcq.org.uk](http://www.jcq.org.uk) If you have questions about Access Arrangements, please contact the SENCo/Access Arrangements Coordinator.

#### 19.10 Appeals

Appeals against decisions made regarding Access Arrangements must be made in writing and received of notification and addressed for the attention of the SENCo. Guidance on making an appeal is attached at the end of this document.

<https://www.kids.org.uk/sendiaass>

## 20. USE OF A WORD PROCESSOR IN EXAMINATIONS

- 20.1 The use of a word processor in examinations must reflect the student's normal way of working within the school and must be appropriate to their needs. This will be approved for use in examinations during the School's Access Arrangement Process (usually at the beginning of the student's GCSE courses).

The use of a word processor cannot be granted to a student to use in examinations because they prefer to type rather than write, or can work faster on a keyboard, or because they use a laptop at home.

This list identifies students who would benefit from the use of a word processor, although it is not exhaustive;

The student has:

- a learning difficulty which has a substantial and long term adverse effect on the ability to write legibly,
- a medical condition which has a substantial and long term adverse effect on the ability to write legibly,
- a physical disability which has a substantial and long term adverse effect on the ability to write legibly,
- a sensory impairment which has a substantial and long term adverse effect on the ability to write legibly,
- planning and organisational difficulties which have a substantial and long term adverse effect on the ability to write answers
- Handwriting which is illegible.

For examinations, a word processor will be provided by the School with the spelling and grammar check / predictive text disabled unless the student's arrangements allow otherwise.

WordPad is the software installed on the word processors used for examination purposes. Word processors will be in good working order at the time of the examination.

Students may choose to use the examination answer booklet provided in addition to using a word processor for their answers. Students are responsible for saving their own work at regular intervals. The Centre Number, Candidate Number and Unit Code must be typed or handwritten on each page. Printing must be carried out after the examination is over and the student must be present to verify that the work printed is their own. A JCQ word processor cover sheet must be completed and attached to the student's script.

## **21 SUPPORTING SUCCESSFUL PREPARATION FOR ADULTHOOD**

- 21.1 The school will ensure that students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- 21.2 The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.
- 21.3 The school will transfer all relevant information about students to any educational institution that they are transferring to.
- 21.4 If a student has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Behaviour for Learning Policy.  
<https://www.haydonschool.com/attachments/download.asp?file=532&type=pdf>

- 21.5 If it is in the best interest of the student, the school may commission alternative provision, in line with any EHC plans in place, for students who face barriers to participate in mainstream education.
- 21.6 The school will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.
- 21.7 The school will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-13, including:
- Discussing preparation for adulthood in planning meetings with students and parents from Year 8.
  - Helping students and their families prepare for the change in legal status once a student is above compulsory school age.
  - Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
  - Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
  - Securing access to independent, face-to-face support for students with SEND to make successful transitions.
- 21.8 The school will implement a Careers Plan, which will include details on how the school will work with students with SEND to ensure they are prepared for the workplace. <https://www.haydonschool.com/send>

## **22. TRAINING**

- 22.1 Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as external agencies, where appropriate.
- 22.2 Training will cover both the mental and physical needs of students with SEND.
- 22.3 The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 22.4 During staff induction, all staff will receive SEND training.
- 22.5 Training will cover the following:
- Identifying SEND in students
  - Liaising with the school's SENCO
  - Implementing support measures
  - Monitoring the success of those support measures
  - How to develop peaceful learning environments
  - How to develop lessons so they are engaging for students with varying forms of SEND
  - Reasonable adjustments
  - How to help with emotional development

## **23.DATA AND RECORD KEEPING**

23.1 The school will:

- Include details of need, support, teaching strategies and the involvement of specialists, as part of its Student Passport system to share information and monitor the progress and development of all students with SEND.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

23.2 The school keeps data on the levels and types of need within the school.

23.3 The SEND information report will be prepared by the SENCO, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

23.4 All information will be kept in accordance with the school's GDPR Policy.

## **24.CONFIDENTIALITY**

24.1 The school will not disclose any EHC plan without the consent of the student's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the institution at which the student is intending to start their next phase of education.

## **25.RESOLVING DISAGREEMENTS**

25.1 The school is committed to resolving disagreements between students and the school.

25.2 The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

<https://www.haydonschool.com/attachments/download.asp?file=448&type=pdf>



## **26.PUBLISHING INFORMATION**

- 26.1 The school will publish information on our website about the implementation of the SEND Policy through the SEN Information Report.
- 26.2 The governing body will publish details of the SEND information report on the website.
- 26.3 The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **27 MONITORING AND REVIEW**

- 27.1 All members of staff are required to familiarise themselves with this policy as part of their induction programme.

## Appendix 1 : Use of Word Processor in Examinations

# Haydon School



Wiltshire Lane, Eastcote  
Pinner, Middlesex, HA5 2LX  
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www.haydonschool.com

June 2022

**Headteacher:**  
Mr R Jones BSc(Econ) MBA NPQH

### USE OF A WORD PROCESSOR IN EXAMINATIONS

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**Robert Jones**  
Headteacher



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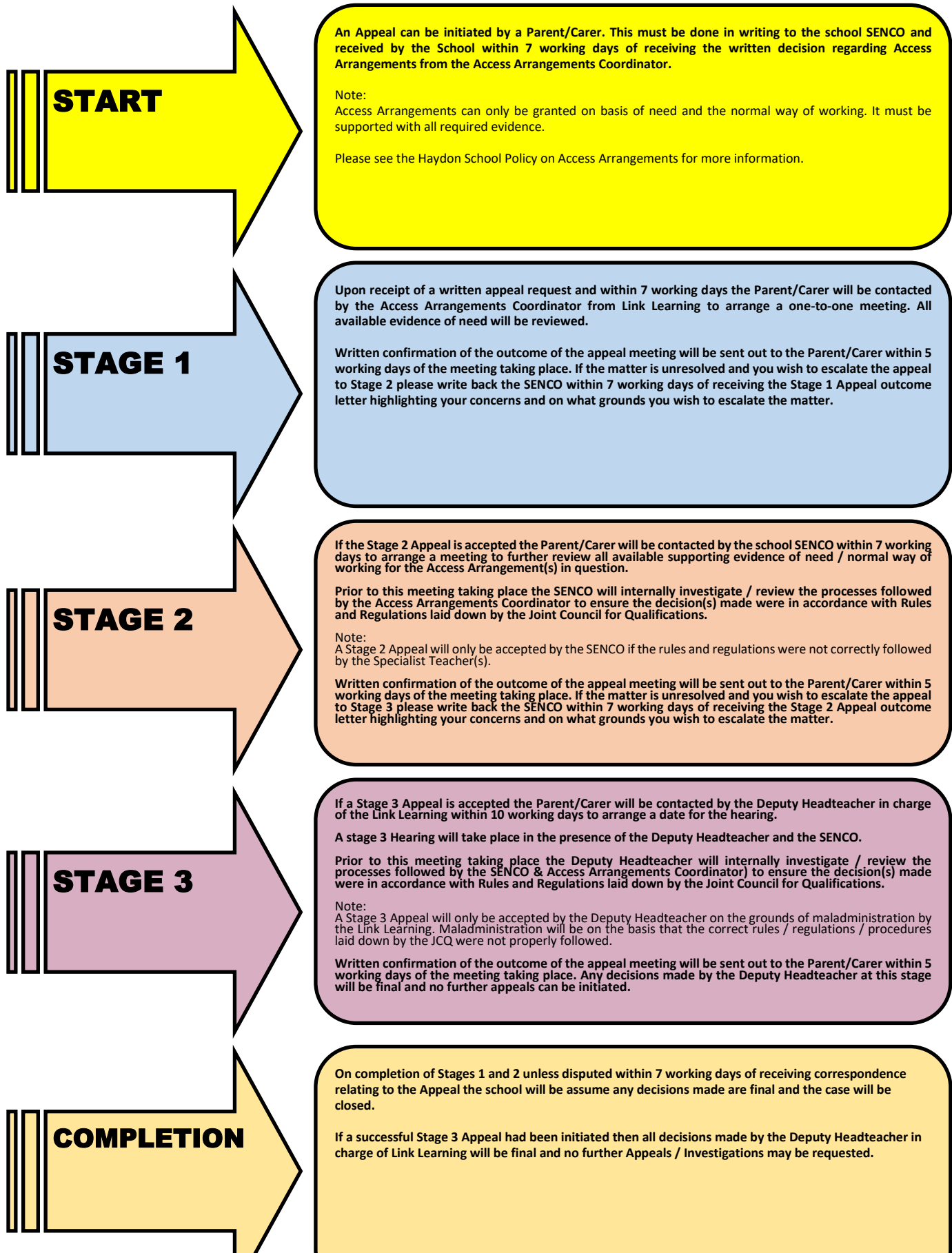
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# Appealing Against Decisions for SEN Access Arrangements

## Guidance Notes



## Document History

Date	Status	Comments
October 2020	New Policy	Replacing old policy. To Student committee 10.11.20.approved. to FGB 03.12.20 for ratification. Approved
June 2022	Update	To Student committee 28.06.22. To FGB 20.07.22 Approved.
Next Review Date: June 2023		